

Greenfield High School
for
Young Ladies 1831-32

A. M. Main and
1831-1832

Handwritten:
H. Main and
1831-1832

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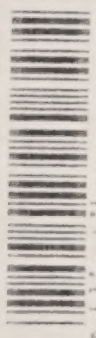
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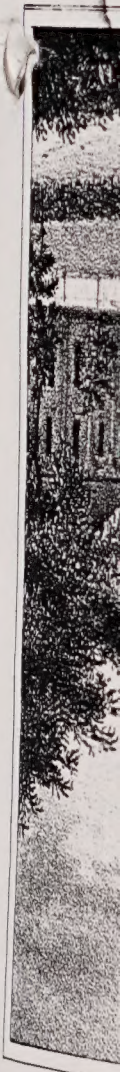
GREENFIELD HIGH SCHOOL
FOR
Young Ladies.

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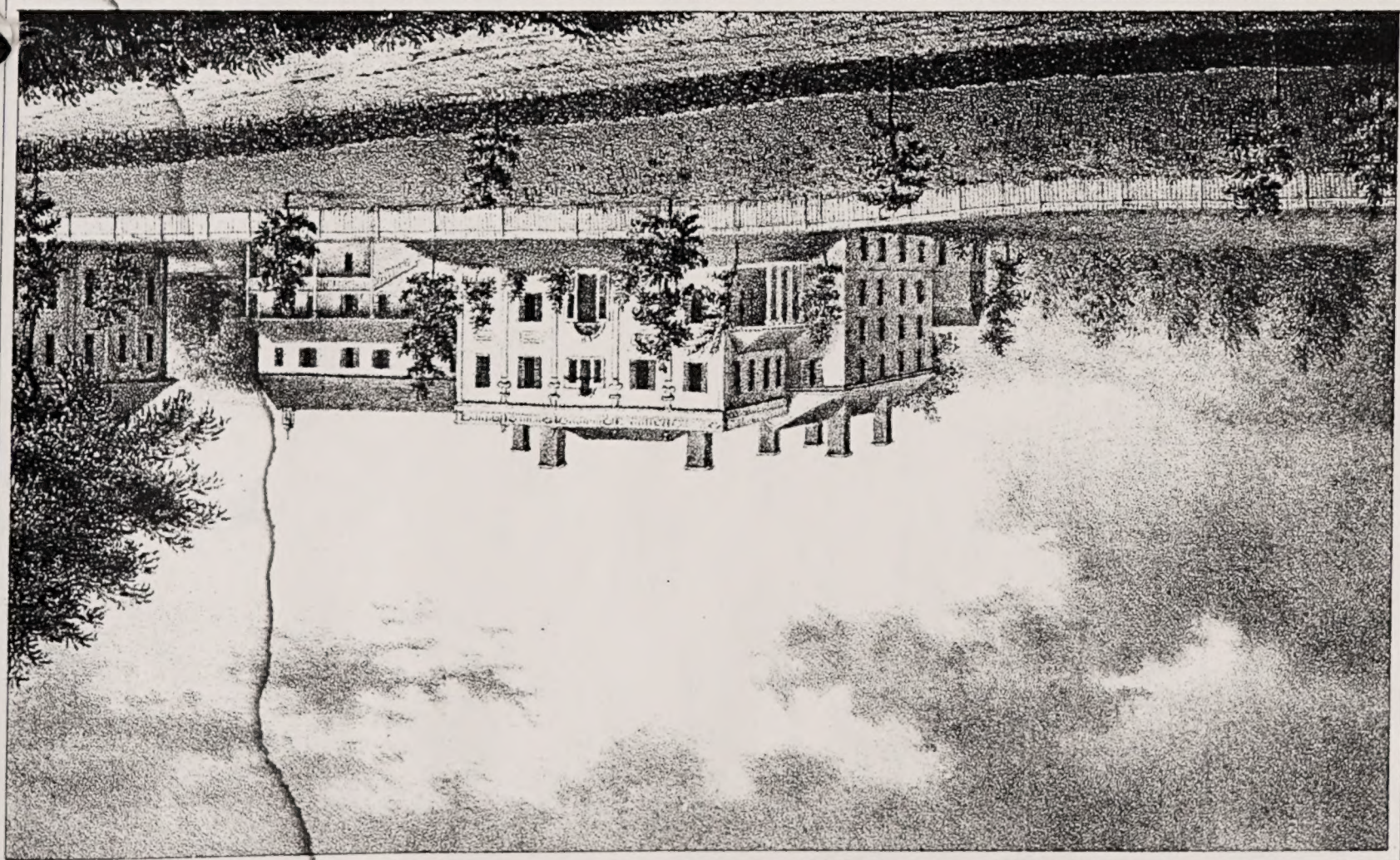


OUTLINE
OF THE
PLAN OF EDUCATION
PURSUED AT THE
GREENFIELD HIGH SCHOOL

FOR
Young Ladies,
WITH
A CATALOGUE

FOR THE YEAR 1831-1832.

GREENFIELD, MASS.
PHELPS AND INGERSOLL, PRINTERS.
1832.



GREENFIELD HIGH-SCHOOL, FOR YOUNG LADIES.



1. The first part of the report is a summary of the work done during the year.

2. The second part is a detailed account of the work done during the year.

3. The third part is a list of the names of the persons who have been employed during the year.

4. The fourth part is a list of the names of the persons who have been employed during the year.

5. The fifth part is a list of the names of the persons who have been employed during the year.

6. The sixth part is a list of the names of the persons who have been employed during the year.

7. The seventh part is a list of the names of the persons who have been employed during the year.

8. The eighth part is a list of the names of the persons who have been employed during the year.

OUTLINE.



Our System of Education embraces the three-fold object of Physical, Intellectual and Moral culture.

The first of these branches would claim our regard, were it merely for its subserviency to the rest. Physical health and its attendant cheerfulness promote a happy tone of moral feeling, and are quite indispensable to successful intellectual effort. But we attach to it likewise a primary and independent importance. We are desirous that our pupils should return to their homes in every case with, if possible, an increased share of muscular vigor and youthful freshness.

Yet on this subject we avoid, as far as possible, the irksomeness of system. The hours of exercise are distinctly assigned. The battle-door and cornella, 'the graces,' the skipping-rope, and the swing offer themselves in our parlor, hall, and piazzas, while to those who dislike these modes of exercise, the occasional ride and ramble present their peculiar inducements. In all these diversions, our pupils are encouraged by the presence and frequent participation of their teachers. No one is permitted to leave the yard on horseback but with the immediate attendance of the Principal. If any appear to be becoming reclusive, the needful caution is administered. All are reminded that a good appearance at their recitations is not to be secured by secluding themselves in the appropriate hours of relaxation. These means have proved almost uniformly sufficient. Relying on the elasticity and buoyancy of

...

youth, we have very seldom resorted to the constraint of rules.

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Of the next branch of education it is more difficult to speak, because it involves questions on which different opinions are entertained.

Our fundamental principle is the following. In all education the first object should be the discipline of the mind; the second, the acquisition of knowledge. It is true, indeed, that the one does to some extent involve the other, as there is obviously no mental discipline which does not imply progress in knowledge. Yet this affects not the propriety of the distinction. It is certain that as we make one or the other of these objects our primary aim, the kind of knowledge we pursue, and still more the mode in which we pursue it, will essentially vary.

If the principle which we lay down is correct, it follows that many of the superficial treatises on the sciences, which have been put into the hands of young ladies, are exceedingly ill calculated for our object. The makers of these books seem to have imagined that memory is the sole faculty of the female mind. Hence Natural Philosophy and Astronomy are reduced by them to a mere outline of facts, with such obvious illustrations, indeed, as might interest the imagination and gratify curiosity, but stripped of every thing which could task and strengthen the understanding. Such exhibitions of these sciences may serve a valuable purpose for those in mature life, who seek, in an hour of leisure, to obtain in the shortest way something of that knowledge, which they have failed to acquire more perfectly in their early years. But in a system of education they are altogether misplaced. They are exactly calculated to form superficial minds; and the most essential benefit which could be rendered to those who have passed through such a course, would be to show them how little they had acquired to any purpose.

With us all attention to these higher branches of science is postponed, till an adequate foundation for them is laid in the faithful study of Algebra and Geometry. We are averse to a departure from this rule even with those who design to remain a shorter period than our whole course would require. We believe that for such it is incomparably better to commence the thorough course and proceed as far as their time will allow.

We adopt the study of Geometry in the rigid manner of Euclid, not merely in reference to the subsequent application of its principles in physical science. We regard principally its immediate effects.

It demands the constant exercise of fixed attention and of accurate discrimination. It produces a familiarity with abstract thought, a clearness of conception and a precision of language, which tend to unseal the lips of the scholar in the expression of pertinent sentiments on all subjects, and to form a general character of reflection and self-reliance.

It has a direct tendency to strengthen the reasoning faculty. This indeed is almost its prerogative. There is certainly no other study in which logical arrangement forms so essential and prominent a feature; and there are probably few educated minds, which cannot trace their earliest definite impressions on this subject to the demonstrations of Euclid.

Nor is it merely the power of tracing a course of logical argumentation, of feeling its correctness or of detecting a latent fallacy, which the study in question confers. It habituates the mind to the natural order of thought on every variety of subject. Here we see the important bearing which it has on the art of Composition. Who does not know that the highest excellence of style consists in a beautiful arrangement of thought, which is felt to be beautiful only because it is natural? Now undoubtedly there are minds originally endowed with a quick and deli-

erate perception of the relations of things, and which in the effort of composition, are sufficiently guided by the clue which nature has thus placed at their command. Yet this is the rarest of her gifts, and most must either despair of so high an attainment of style, or cultivate assiduously the share of this talent which has fallen to their lot. The direct means of this cultivation is found in the mathematical discipline which we recommend.

In view of the familiarity with abstract thought and language which Geometry produces, we consider it essential, likewise, as an introduction to Logic and the Philosophy of the Mind. On these latter branches, including Natural Theology and Morals, as exhibited in the system of Brown, we conceive that a third part of the time during one year may be most usefully employed. The influence of these inquiries in expanding the mind, in storing it with elevated conceptions, and in forming it to proper habits of reflection and investigation, cannot be over-estimated.

The Physical sciences come in for a large share of our attention. It is the peculiarity of these sciences that, when properly pursued, they cherish a habit of minute and accurate observation, than which perhaps there is no intellectual trait of higher value. In all these our method is the same. The most approved text-books are put into the hands of the pupil, and illustrated at successive periods as the subjects may require, by experiments and demonstrations.

In Natural Philosophy and Astronomy we are provided with an apparatus, calculated to increase the interest of the pupil, and sufficiently extensive to exhibit the more important points susceptible of this mode of illustration.

In Chemistry we are as well furnished. In connection with this branch, we design not only to afford experimental illustrations of the great principles and facts embraced in our manual, but likewise to communicate later discoveries, exhibiting always the actual state of the science

In Mineralogy and Geology we hope soon to possess a cabinet adequate to our purposes, when these too shall receive their due share of attention.

Botany is pursued with us extensively in its season, as a means both of improvement and relaxation. When we say improvement, we have comparatively little reference to the mere knowledge of the names of flowers. We value it chiefly as constituting one of the most beautiful specimens of scientific classification, at once exercising and illustrating that mental process of observation and comparison on which all progress in science must depend.

It may be expected that we should say something of lectures as forming a part of our course: The truth is, we have but little confidence in the system. Experimental and practical illustrations are indeed indispensable wherever they can be applied. But formal, systematic lectures can be of little use excepting in the most advanced stages of study, and then, mainly as directing future inquiry. Whenever, on the contrary, the passive kind of instruction which they afford is substituted for active application on the part of the scholar, the principal end of education is sacrificed. This is a sort of royal road to learning which is exceedingly specious. Yet it will remain forever true that without personal exertion there can be absolutely no mental discipline, and very little valuable acquisition.

On the other hand, let it not be supposed that our recitations consist of a mere mechanical repetition of statements of an author. Obscure points are explained, doubtful ones are contested, wherever it is possible discussions are elicited, and every method is taken to bring the mind of the scholar to bear directly and independently on the subject.

We have described sufficiently the higher branches of our English course. But while we are convinced that

these must form a part of every complete system of female education, we are by no means induced to undervalue the common branches of Arithmetic, English Grammar, Rhetoric, Geography and History. We view these as fundamental.

Arithmetic is pursued regularly by every scholar who has not already completed it.

English Grammar and Geography are likewise pursued as regular studies until they are quite familiar, and are afterwards continued through the whole course in the way of a weekly review.

In History an outline is all that can be attempted. There is a world of historical reading. But in a course of education, we doubt whether more time can well be allotted to this branch than is sufficient to give a connected view of the great events in the annals of the world, together with a more particular view of the history of our own country. During our winter term, General History forms one out of three principal branches with every scholar to whom it is not already familiar, and in the summer term the same prominence is given to the history of the United States.

Rhetoric holds, with us, not so much the place of an art made up of rules, as of a science founded directly on the laws of the mind.

But the subject of the English Language is not exhausted by the study of Grammar and Rhetoric. A precise and delicate appreciation of the meaning of words is one of the last attainments of the scholar, and is of unspeakable value in style. It is one too of which we believe the female mind to be eminently capable. Many ways have been devised of facilitating the acquisition of this knowledge of words; but we fear that, after all, it must necessarily be of slow growth.

The regular study of definitions is now generally dis-

carded. The plan of substituting synonyms, is, if possible, still more objectionable, as tending rather to repress than to promote the power of nice discrimination. We are much interested in the very ingenious method which has been suggested by the necessities of the Deaf and Dumb. We refer to the plan of adducing 'illustrative examples.*' We wish that a work were constructed on this plan, embracing the more important words of our language.

The means, however, on which we place our chief reliance are a familiarity with the best models of style; and the practice of frequent composition. The knowledge of our mother tongue is to be perfected, we think, very much as in childhood we learn its common use. The process, in both cases, is that of an unconscious induction. In the one case, the materials of the induction are found in the works of the most approved authors, as in the other, they are drawn from the conversation of those around us; and as in childhood we need the continual correction of our errors in spoken language, so in later years we equally need the correction of similar errors in our efforts at composition. Here is the method which nature has obviously pointed out, and we have doubted whether any shorter course could be devised, at once effectual and safe.

All our pupils who can write are required to furnish an essay of some sort once in a week. In this they are occasionally aided and encouraged by the suggestion of topics. A library comprising the best models of style is always at their command, and no works which are exceptionable in this respect are put into their hands. We regard a happy use of our own language, both in conversation and composition, as among the most desirable of all accomplishments for a young lady; and no efforts on our part will be spared

* See Address at the opening of the Hartford Female Seminary, by Rev. Thomas H. Gallaudet.

1882

1885

1886

1887

May 13, 1935

to give it that prominence in our course, which it truly deserves.

Of our extra branches we proceed naturally to consider the languages first in order. The study of a foreign language goes to perfect the knowledge of our own. It affords, too, a valuable mental discipline, in the constant and careful discrimination, which it requires, of the various senses of words. There is an interval between the ages of seven and thirteen, which may with great advantage be devoted to this branch of study, because the memory, the faculty most concerned in acquiring the forms of language, is then more perfectly developed than the other intellectual powers.

The French now scarcely needs a particular recommendation, so generally is it regarded as an indispensable accomplishment in a well educated female. We are gratified at the proof of this afforded by the fact, that comparatively few from abroad have yet availed themselves of our advantages, who have not made it an object of pursuit. We profess to teach not the grammatical structure of the language merely, but its purest style of pronunciation, and the scholar becomes familiar with its sounds from its daily use at our table.

We wish that the study of the Latin were better appreciated in female education. We would earnestly recommend it as absolutely essential to a philosophical view of the grammar of our own tongue, and as forming the best of all preparations for an easy and thorough acquisition of the modern languages of Europe. We are convinced that any young lady not over fourteen would find it for her interest to devote at least a year to this study.

To those who value the lighter accomplishments of Music, Drawing, Painting, and Ornamental Needlework, we offer advantages not inferior to those in the other departments. The music of the Piano is taught on instru-

ments of the first quality, constructed expressly for the purpose. Drawing, and Painting, both in water and oil colors, may be pursued with every possible facility.

We proceed as far as possible on the principle of a division of labor. All our teachers are solely and steadily devoted to one or more specific branches, to which, from nature and previous discipline, they are specially adapted.

Our system of excitements to industry is very simple. We are always ready to receive visitors at our recitations. During the last week of the first quarter in each term, the parents of our village pupils are particularly invited to attend, merely, however, to witness the ordinary operations of the school. At the close of each term we have likewise an examination of two or three days, embracing the studies of the term. For this, however, there is no special preparation. There is nothing which can be so called, but a general review of their studies, in which all are engaged during the last third part of the term; and this we should deem equally important were there no examination in prospect. Indeed it is designed far less as a means of excitement, than as the only means of exhibiting the actual character of the school.

As a more direct stimulus to exertion, we make use of a system of marks, from 0 to 4, indicating the standing of the scholar at each recitation. The average of these marks is read before the school from week to week, and recorded to be exhibited in a general average, for the inspection of parents or guardians, at the semi-annual examinations. This system we find to be particularly favorable as applying itself to every age and to every rank of scholarship. Its influence, too, depends not necessarily on the spirit of emulation. It results, rather, from the comparison which the pupil is thus enabled to make between her past and her present scholarship, and the reflection that all will be finally submitted to the eye of parental inspection. Indeed we abjure emulation.

It remains to speak of the moral culture which our system contemplates. Giving to the expression its widest import, we include in its objects the personal, social and religious habits of our pupils.

Perfect neatness in respect of appearance, dress, and the arrangement of their rooms and clothing is steadily enjoined. In their general deportment, and especially in their manners towards each other, they are required to be uniformly respectful and affectionate. In these particulars they are under the immediate care of the lady of the Principal; and such is the spirit of this supervision that nothing but the most sisterly harmony has yet appeared among us.

The religious influence at which we aim, while it is designed to be positive and efficient, does not involve the inculcation of speculative theological opinions. The great sentiments of religion which appeal to the conscience and the heart, are those with which we feel ourselves to be chiefly concerned. These are presented, not with the view of producing a momentary and fruitless excitement, but with reference to a permanent effect on the character and life.

All are required to attend the morning and evening devotions of the family. The school is likewise opened every morning with the reading of the scriptures and with prayer. All are required regularly to attend church on the Sabbath, at the place of worship designated by the parent or guardian. A Bible lesson is recited after church. We have likewise a reading exercise on Saturday evening, on which occasion some interesting work of a strictly religious nature is read in rotation. The utmost respect for religion and religious institutions is carefully cherished.

The government of the School is entirely of the parental cast, and marked, so far as we execute our purpose, with a firm yet mild consistency.

In every such institution, if we would secure intellectual progress, system is indispensable. Hence with us every hour in the day and in the week has its appropriate object distinctly assigned, and invariable punctuality is required.

The inquiry may be made, what length of time is requisite for completing the course of study here marked out. To this we reply that, for those who need to commence with the common branches of English Grammar, Arithmetic and Geography, six years are requisite.

And we wish for such scholars. It is the original design of this institution to afford advantages of the highest order for a complete education, and the full influence of our system can be realized only in the case of those who take up the course from its very beginning. In the arrangement of our studies, we endeavor to preserve a due balance in the cultivation of the mental powers; we wish to form our pupils to habits of self-control and of unremitting application; and we set a peculiar value on our modes of pursuing various branches. For these reasons we could wish to receive none who are over ten years of age at the time of their entrance. It is to induce parents to commit to us their children at this early age, that our terms are reduced for those under twelve. Yet we are willing, on the other hand, to admit pupils at any age, and to such parts of our course as the parent may direct.

Our pupils are accommodated with rooms warmed by open fires, fitted in all respects for lodging and study. Here, so long as they are faithful to themselves, they are permitted to pursue their studies, and are called out during study hours only to attend their respective recitations. We regard this as a very important feature of the school. Our pupils soon learn to consider it an invaluable privilege.

We cannot but regret that any of our scholars should be removed during the winter months. In this way, by far the most valuable half of the year for study, is little better

than lost to them. For when they return in the spring, they must enter on in the system just where they left it, and it is well if they have not, in the mean time, lost entirely the habits of application which they had previously formed. Besides, there are parts of our course, such as Chemistry, which we pursue only in winter. No objection to a winter residence with us can be founded on the roughness of the season. All the rooms of our establishment, our school-room, our recitation rooms, our dormitories, our halls and piazzas, are under the same roof, and hence our pupils have no occasion, in any case, to expose themselves to the severities of an inclement sky.

The terms of the school are as follows.

For Board, Lodging, Washing, Fuel, Lights, and Instruction in all the branches of an English Education, with stationery pertaining thereto, for one year, to those over twelve years of age - - - - \$150.00.

For the same, to those under twelve - - - - 125.00.

In addition to the above, for Instruction per Quarter in

Music	-	-	-	-	-	-	-	-	-	\$10.00.
Latin	-	-	-	-	-	-	-	-	-	4.00.
French	-	-	-	-	-	-	-	-	-	6.00.
Drawing and Painting	-	-	-	-	-	-	-	-	-	6.00.
Needlework	-	-	-	-	-	-	-	-	-	3.00.

Payment in advance for the first Quarter in each term is uniformly expected.

There is no other charge excepting an entrance fee of one dollar, to meet, in part, the expense of catalogues and of occasional rides.

We find ourselves under a necessity of alluding to the subject of pocket-money. A judicious parent will see that this should be in some measure under our control. It is our particular request that no money should be intrusted to our younger pupils but through our hands. For the rest, we wish parents and guardians to be advised, that there is

no reason why a young lady should expend more for trifles here than at home; and that an example of extravagant expenditure in an elder scholar, is deeply to be regretted in a school like ours.

The year of the school commences on the first Wednesday of November. The first term continues 22 weeks: after a vacation of 4 weeks the second term commences and continues 22 weeks.

It is highly desirable that all should enter the school at the opening of the term. Yet pupils are admitted at any period, and for any length of time. Those, however, let it be observed, who do not specify at their entrance a design of leaving before the close of the term, will be expected to remain through the examination.

For the information of those who may contemplate entering the school, we subjoin a list of the principal authors used.

Porter's Analysis of Rhetorical Delivery.

The Young Ladies' Class Book.

Woodbridge and Willard's Universal Geography with Atlas.

Worcester's General History with Charts.

Willard's History of the United States with Series of Maps.

Webster's Philosophical and Practical Grammar.

Newman's Rhetoric.

Smith's Arithmetic, Stereotype Edition.

Day's Algebra, Trigonometry, &c.

Playfair's Euclid.

Bridge's Conic Sections.

Olmsted's Natural Philosophy.

Enfield's Astronomy.

Conversations on Chemistry.

Eaton's Manual of Botany.

Hedge's Logic.

Brown's Lectures on the Philosophy of the Mind.
 Conversations of Political Economy.
 Paley's Natural Theology.
 Alexander's Evidences of Christianity.
 Adam's Latin Grammar.
 Jacob's Latin Reader, Bancroft's Edition.
 Cæsar's, de Bello Gallico, ed. Leverett.
 Virgilii Opera.
 Levizac's French Grammar.
 Bolmar's Phrases.
 Fenelon, Telemaque.
 Florian, Guillaume Tell.
 " Fables.
 Voltaire, Charles XII.
 " Henriade.
 Racine.
 Corneille.

Greenfield, Mass. 1st Sept. 1832.

CATALOGUE.

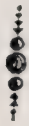


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REV. HENRY JONES, PRINCIPAL.



Assistant Teachers.

MISS S. S. PEARCE, FRENCH LANGUAGE,
 DRAWING AND PAINTING, AND NEEDLEWORK.
 MISS S. B. LODGE, MUSIC.
 MISS C. E. BRUSH, ENGLISH BRANCHES.

Assistant Pupils.

MISS L. A. ADAMS.
 MISS E. ELLSWORTH.
 MISS H. ELLSWORTH.

M. Gibbs,	Boston.
M. W. Gilbert,	Greenfield.
S. J. Gleason,	Hartford, Ct.
S. A. Gould,	Greenfield.
H. M. Gould,	"
S. Harris,	Brattleboro', Vt.
A. Isham,	Colchester, Ct.
F. F. Isham,	"
H. H. Jones,	Greenfield.
L. A. Jones,	"
H. L. B. Jones,	"
F. J. Jones,	"
E. E. Jones,	"
H. King,	Westfield.
J. King,	"
C. Laflin,	Southwick.
C. E. Leavenworth,	Waterbury, Ct.
M. F. Marsh,	Belchertown.
A. Merriman,	Dalton.
M. M. Mitchell,	Portland, Me.
M. P. Munn,	Dummerston, Vt.
M. Newton,	Greenfield.
S. Newton,	"
J. K. Palmer,	Charleston, S. C.
C. A. Phelps,	Greenfield.
H. A. Phelps,	"
M. B. Ripley,	"
M. S. Ripley,	"
S. F. Ripley,	"
H. S. Russell,	"
A. H. L. Shippin,	Petersburg, Va.
S. R. Smith,	Durham, N. H.
S. Smith,	Milford, Ct.
M. W. Southgate,	New Haven, Ct.

SCHOLARS.

NAMES.	RESIDENCE.
L. A. Adams,	Fitchburg.
S. E. H. Ashton,	Boston.
C. H. Bailey,	"
M. P. Beach,	Gloucester.
C. Brown,	Boston.
S. W. Bruce,	Bangor, Me.
M. A. Buffum,	Richmond, N. H.
E. J. Catlin,	New Marlborough.
E. M. Copeland,	Hartford, Ct.
J. C. Dupré,	Charleston, S. C.
M. E. S. Dupré,	"
C. A. Edwards,	Hartford, Ct.
E. Ellsworth,	"
H. Ellsworth,	"
D. W. Ellsworth,	Windsor, Ct.
E. P. Fessenden,	Brattleboro', Vt.
M. C. Fessenden,	"
S. P. Fletcher,	Woodstock, Vt.
M. D. Fletcher,	Cavendish, Vt.
M. Foote,	Southwick.
M. A. Foote,	"
A. Foote,	"

N. D. Stanley,	Berlin, Ct.
R. W. Stearns,	Greenfield.
S. Stearns,	"
H. R. Stone,	"
A. W. Sweetzer,	"
J. D. Taylor,	Sunderland.
E. Trumbull,	Worcester.
C. B. Trumbull,	"
M. Watkinson,	Hartford, Ct.
A. Wells,	Greenfield.
M. Wells,	"
S. H. L. Wells,	Northampton.
B. Wheeler,	Greenfield.
M. D. Williams,	"
E. Williams,	Hartford, Ct.
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